

***PREPARATION OF LEARNING OUTCOMES BASED ON
THE PROTOTYPE CURRICULUM AT PAUD MUTIARA
FOR THE 2022/2023 SCHOOL YEAR***

Hasti Yustina¹⁾, Desi Nuzul Agnafia²⁾, Normila³⁾, Iswandi Fataruba⁴⁾
UIN Sunan Kalijaga Yogyakarta¹⁾, STKIP Modern Ngawi²⁾, Poktekkes Kemenkes
Palangka Raya³⁾, STIKes Maluku Husada⁴⁾
hasti.yustina@uin-suka.ac.id¹⁾, desiagnaf@gmail.com²⁾, normila@polkesraya.ac.id³⁾,
iswandhyfataruba@gmail.com⁴⁾

Abstract

The new curriculum is needed as a way out of the learning process that is in line with the demands of the times and pandemic conditions, where changes in regulations and the learning process can occur at any time. This paper aims to explain the concept of the Prototype Curriculum at the PAUD level, implemented in PAUD Mutiara Yogyakarta for the 2022/2023 Academic Year. This research uses a normative or literature approach, with primary data sources in the form of documents related to the research focus. The results showed that a new curriculum concept called the Prototype Curriculum was obtained through the Driving School Program. At the PAUD level, the learning process is directed at 3 (three) Learning Outcomes (CP), namely: religious values and ethics, identity, and the basis of STEAM literacy (science, technology, engineering, art, mathematics). Learning Outcomes have been previously known through the 2013 Curriculum with the terms Basic Competencies (KD) and Core Competencies (KI).

Keywords: *Prototype Curriculum, Learning Outcomes, PAUD*

Abstrak

Kurikulum baru ini diperlukan sebagai jalan keluar dari proses pembelajaran yang sejalan dengan tuntutan zaman dan kondisi pandemi, dimana perubahan regulasi dan proses pembelajaran dapat terjadi sewaktu-waktu. Tulisan ini bertujuan untuk menjelaskan konsep Kurikulum Prototipe di tingkat PAUD yang diterapkan di PAUD Mutiara Yogyakarta untuk Tahun Akademik 2022/2023. Penelitian ini menggunakan pendekatan normatif atau literatur, dengan sumber data primer berupa dokumen yang berkaitan dengan fokus penelitian. Hasil penelitian menunjukkan bahwa melalui Program Driving School diperoleh konsep kurikulum baru yang disebut Kurikulum Prototipe. Pada tingkat PAUD, proses pembelajaran diarahkan pada 3 (tiga) Capaian Pembelajaran (CP), yaitu: nilai-nilai agama dan etika; identitas; dasar literasi STEAM (sains, teknologi, teknik, seni, matematika). Capaian Pembelajaran sendiri sebelumnya telah dikenal melalui Kurikulum 2013 dengan istilah Kompetensi Dasar (KD) dan Kompetensi Inti (KI).

Kata Kunci : *Kurikulum Prototipe, Capaian Pembelajaran, PAUD*

INTRODUCTION

Various policies continue to change in line with pandemic conditions, affecting learning (Miyanti et al., 2021). Regardless of the situation, learning must still be carried out, considering that education is a right for students (Ifadah, 2021). On the one hand, various learning obstacles during the pandemic have been prepared by the government through regulations; on the other hand, they have also given rise to creativity among educators.

The child's world closely related to the world of play requires face-to-face interaction in the learning process (Efendi, 2018). Various parties in distance learning continuously echo this during the pandemic. On the one hand, distance learning minimizes the potential spread of the Coronavirus. Still, on the other hand, distance learning has severe challenges and obstacles in sticking to the achievement of learning objectives, namely the optimization of children's growth and development.

Learning at the PAUD level is based on certain fundamental foundations, namely juridical, philosophical, psychological, scientific, empirical, and sociological (Etivali & Kurnia, 2019). The juridical basis is the basis for regulating PAUD as stated in the National Education Law. The philosophical foundation departs from the understanding that early childhood involves optimizing growth and development. The psychological foundation of viewing PAUD is an effort to identify various characteristics, interests, talents, and other things that accompany a child. The scientific foundation refers to the optimization of the child's mindset. The empirical foundation relates to the government's readiness and various elements of society to create a superior quality of human resources. The sociological foundation prioritizes aspects of children's meaningfulness positively in the social sphere of society.

Before the emergence of the prototype curriculum, PAUD learning was directed at achieving 6 (six) aspects of development, as stated in permendikbud No 137/2014 concerning Standards for Achieving Child Development / SPPA, namely: religious-moral values; physical-motor; cognitive; language; social-emotional; and art (Etivali & Kurnia, 2019). The implementation of PAUD learning is carried out face-to-face, in contrast to pandemic conditions and the pandemic recovery period. New strategies are needed to achieve PAUD learning. This SPPA is expected to fulfill the goal of national education, namely, shaping character through the character and civilization of the dignified

Indonesian nation (Iswantiningtyas & Wulansari, 2019).

PAUD Mutiara was established in 2005, in Baturetno, Banguntapan, Bantul, Yogyakarta. Founders realize that the development period of children at an early age is a valuable phase that needs attention in the same direction as their growth and development. For this reason, this PAUD is named "Pearl." The initial observations made by the author, PAUD Mutiara implemented a curriculum that was in line with the prototype curriculum, as echoed by the government. This is done to create quality education and as a process of adaptation to new policies in the world of education. The quality of learning in its implementation requires specific goals or achievements that can be used as measurement indicators (Sum, 2019).

Based on the description mentioned above and concern for the limited writing of image which carries this theme, the author intends to explain the concept of implementing the Prototype Curriculum Learning Outcomes at the PAUD level at PAUD Mutiara Yogyakarta for the 2022/2023 Academic Year.

METHODS

This research is normative or literature research that uses documents as a data source. The research framework of thought can be described as follows:

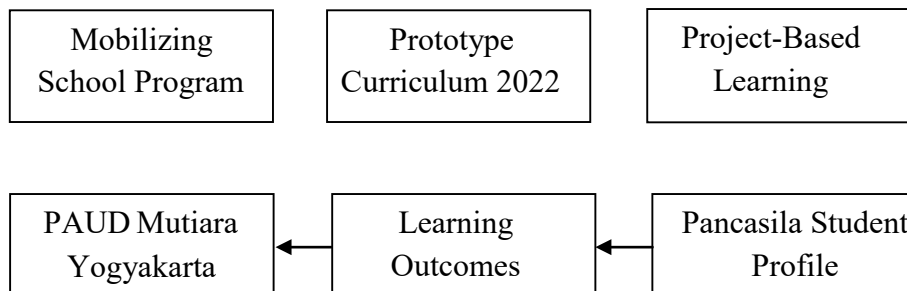


Figure 1. Research Framework of Thought

This research started from the gradual implementation of the Prototype Curriculum at the PAUD level, which PAUD Mutiara Yogyakarta responded to and applied to the learning process for the 2022/2023 school year. Data collection in this study uses documentation through theoretical studies, research, and regulations that focus on the Achievement of Learning at the PAUD level. Triangulation data analysis is used in collecting data, data reduction process, presentation, and concluding.

RESULTS AND DISCUSSION

The core structure of the PAUD curriculum in the Prototype Curriculum is "Merdeka Belajar Merdeka Play." In the developmental phase of the PAUD age, students are introduced to the world through environmental exploration. The process of learning and playing is directed toward hands-on experiences that involve emotions and mindsets in a way personal. In addition, introducing literacy from an early age must also be introduced to students. Learning at PAUD Mutiara in the 2022/2023 school year avoids repetitive activities, including writing and reading.

The Prototype Curriculum contains learning outcomes (CP), which previously in the 2013 Curriculum were known as Basic Competencies (KD) and Core Competencies (KI). Learning Outcomes from the PAUD level are Religious values and ethics; identity; basic STEAM literacy (science, technology, engineering, art, mathematics). Meanwhile, in the implementation of the learning process at the PAUD level, it can be described as follows:

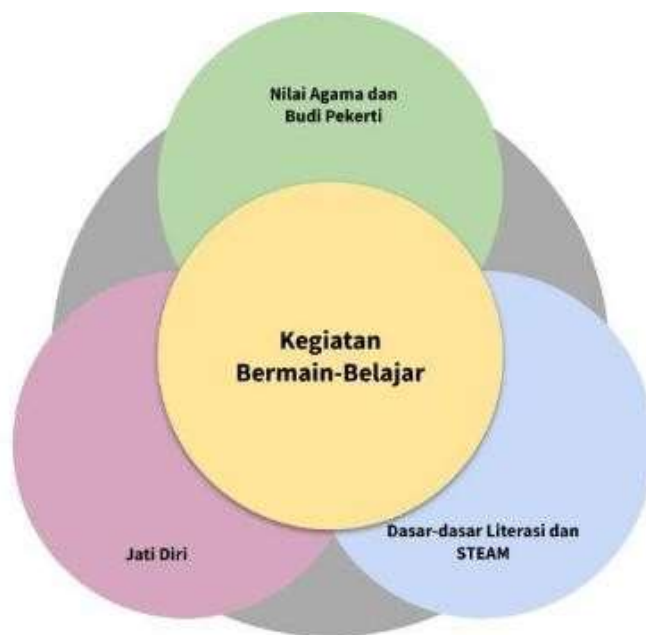


Figure 2. PAUD Learning Outcomes

Source: Decree of the Minister of Education and Culture, Research and Technology
Number 317/M/2021

Playing and learning activities in early childhood education are performed for 1,050 minutes/week. Rationalization of CP at the PAUD level by considering: *first*, the effectiveness of educational institutions in learning; *second*, strengthening the transition

from early childhood to primary school; *third*, strengthening literacy; and *fourth*, students' understanding of their identity and the world (Sulistyati, 2021). Learning Outcomes are carried out to provide appropriate stimulation for students. It is also said that in its stimulation, the correlation between cp elements and the profile of Pancasila students can be briefly described as follows:

Table 1. Correlation of CP Elements with The Profile of Pancasila Students of PAUD Mutiara

	RELIGIOUS VALUES AND ETHICS	IDENTITY	STEAM LITERACY BASICS
CP elements	Knowing the lordship, tolerance, religious basis, commendable morals	Self-identity, culture, environment	Literacy, experiments; work, numeracy
Pancasila Student Profile	Faith, holiness, noble character	Independent; diversity; mutual aid	Critical and creative reasoning
Implementation in PAUD Mutiara	Praying, habituation of religious activities	Getting to know various works of art, culture, and traditions in Indonesia	The process of playing and learning by involving personal experience

Source : (Sulistyati, 2021); Research Documents

The entire plan in the CP is carried out to achieve the PAUD curriculum structure, which is based on the optimization of child development through the concept of "Merdeka Bermain dan Merdeka Belajar." The overall learning applied to the Driving School Program as a model of the Prototype Curriculum itself is based on the achievement of the Pancasila student profile, as follows:



Figure 3. Pancasila Student Profile
Source : (Kepmendikbud371/M/2021, 2021)

The learning carried out is "differentiation," that is, learning according to the needs and stage of development. Its implementation is carried out through:

Table 2. Principles of Pancasila Student Differentiation Learning

INTRACURRICULAR PROGRAM	CO-CURRICULAR PROGRAM
1. Learning differentiation	1. Cross-subject
2. SIMPLIFICATION OF CP	2. Character orientation and general competence
3. Enough time for students to deepen the material and strengthen competencies	3. Out-of-class interdisciplinary
4. Educator flexibility in choosing teaching tools	4. Community engagement
	5. Local payload development

Source : (Kepmendikbud371/M/2021, 2021)

Students given the profile of Pancasila, students at every level of education, including PAUD, play a role in choosing learning strategies. In this case, the educator serves as a facilitator. Reading activities is one of the illustrations given in the Decree of the Minister of Education and Culture, Research and Technology Number 317 / M / 2021. Children are not required to read, but educators who read discuss the book's contents and further carry out play and learning activities according to the book's theme. This is done to strengthen children's literacy from an early age. It is also explained that various approaches and methods as an effort in the simulation are carried out to optimize the potential of children in line with their development.

Learning is an activation process in instilling specific values, knowledge, and skills with certain methods through a series of systematic planning and evaluations in it (Miyanti, 2021). In addition, one of the learning points at the PAUD level involves the role of parents and other learning resources. Meanwhile, the objectives of PAUD learning are an absolute requirement as an indicator of method selection and achievement of learning outcomes. Learning at the PAUD level involves the play process so that it involves students personally, not in a forced situation, and ultimately able to maximize various aspects of their development (Suhendro, 2020).

Own parents in learning PAUD have a role in helping the achievement of children's learning success (35 | *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini, Vol 5, No 1, Oktober 2021*, 2021). Students' success is not necessarily the goal of parents but also the personal awareness of the learners. With Denikin, the hope of progressing and developing is not only the hope of the parents but also the child's hopes. The model or

design of PAUD learning is directed at comfort and a sense of security (Mustofa et al., 2021). For example, in emotional development, through interaction with the environment and peers, children learn to control emotions, give emotional reactions, and learn to be independent and responsible. Directly proportional, the comfort of learning must also be felt by educators (Tanu, 2019).

Parents in the PAUD education level function as educators (providing opportunities for children to maximize their potential); motivators (support by providing certain behaviors in line with learning); facilitators (providing physical facilities); and companions (ensuring children's education as a continuous process) (Rachman, 2021). In learning during a pandemic, the role of parents becomes crucial (Mustofa et al., 2021). Parents can survive financially and socially and survive on children's education.

Project-based learning is applied to achieving the profile of Pancasila learners. This is done to explore the Learner's environment, which will be helpful as a provision for students to enter the next level of education. Project-based learning itself has stages or flows, as follows:



Figure 4. Project-Based Learning Flow
Source : (Sulistiyati, 2021)

The implementation of learning outcomes based on the prototype curriculum in PAUD Mutiara for the 2022/2023 school year based on the learning outcomes of Pancasila student profiles in applying prototype curriculum project-based learning can be described as follows:

Table 3. Learning Outcomes PAUD Mutiara School Year 2022/2023

START-UP STAGE	DEVELOPMENT STAGE	INFERENCE STAGE
1. Identification of the child's interests by involving Psychological Tests	The assistance of education in learning by paying attention to:	1. Reflection
2. Setting up a big theme of learning by considering resource support	1. Opportunity	2. Discussions with learners
	2. Meaningful learning	3. Evaluation Learning
	3. Exploration	
	4. Output work/thought/behavior	

Source: Research Documentation

Learning at the PAUD level considers approaches, strategies, and models (Satrianingrum et al., 2021). This is done to achieve meaningful learning and the learning objectives themselves. The learning approach will trigger internal motivation in students, while strategies will give rise to external motivation. At the same time, the method is an indicator of the ultimate goal of learning. In the evaluation process, as part of the inference stage, the evaluation gives birth to certain decisions related to improving learning (Adam, 2019). The evaluation must fully describe the child's development that has been achieved in line with his growth and development.

The meaningfulness of learning demands the development of learning themes (Adam, 2019). On this basis, PAUD Mutiara develops learning that touches the cognitive and affective sides of children with direct psychomotor involvement. PAUD educators at PAUD Mutiara are the first subjects who must understand the 2022 prototype curriculum with various elements in it (learning outcomes; Pancasila student profiles; and project-based learning). No matter how strong the curriculum and learning planning is, in the end, PAUD educators are the benchmark for learning success (Etivali & Kurnia, 2019).

Activities at the PAUD level are directed at integrating with daily activities. Therefore, at the PAUD level, mapping the flow of learning activity objectives is not needed. This is because the main characteristic of learning is an essential ability, so there is no need for a sequence of competencies that should come first. Learning planning still considers aspects of child development characteristics and the three Learning Outcomes (Religious and ethical values; identity; and the basis of STEAM literacy).

CONCLUSION

The Driving School Program is a *Pilot Project* for implementing the Prototype Curriculum. This curriculum is an option that educational institutions can use in the learning process. The Prototype Curriculum will be carried out in a limited and gradual manner in 2022 until it is evacuated in 2024, in line with the evaluation of the current national curriculum (Curriculum 2013). Meanwhile, at the EARLY CHILDHOOD level, play and learning activities are directed at 3 (three) Learning Outcomes (CP), namely: religious values and ethics; identity; basic STEAM literacy (science, technology, engineering, art, mathematics).

REFERENCES

- Adam, G. (2019). Pengembangan Tema Dalam Pembelajaran Anak Usia Dini. *Jurnal Lonto Leok Pendidikan Anak Usia Dini*, 2(1), 45–55.
- Efendi, H. (2018). Peningkatkan Kemampuan Mengenai Konsep Bilangan Untuk Anak Usia Dini Melalui Permainan Biji Sawit Di Taman Kanak-Kanak Qur'Aniah Air Runding Kecamatan Koto Balingka Kabupaten Pasaman Barat. *Jurnal Ilmiah Pesona PAUD*, 5(2), 37–47. <https://doi.org/10.24036/103720>
- Etivali, A. U. Al, & Kurnia, A. M. B. (2019). Pendidikan pada anak usia dini. *Jurnal Penelitian Medan Agama*, 10(2), 212–236.
- Ifadah, A. S. (2021). Metode Pengembangan Bahasa Anak Usia Dini Masa Pandemi Covid19. *Jurnal Golden Age*, 5(2), 282–287. <http://e-journal.hamzanwadi.ac.id/index.php/jga/article/view/3653>
- Iswantiningtyas, V., & Wulansari, W. (2019). Penanaman Pendidikan Karakter pada Model Pembelajaran BCCT (Beyond Centers and Circle Time). *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(1), 110. <https://doi.org/10.31004/obsesi.v3i1.106>
- Keppmendikbud371/M/2021. (2021). *Program Sekolah Penggerak*.
- Miyanti, I. N. (2021). Blended Learning menggunakan Whatsapp untuk Pembelajaran Anak Usia Dini. *Jurnal PG-PAUD Trunojoyo: Jurnal Pendidikan Dan Pembelajaran Anak Usia Dini*, 8(1), 26–35. <https://doi.org/10.21107/pgpaustrunojoyo.v8i1.9810>
- Mustofa, Z., Azizah, D. N., & Fitriyah, R. (2021). Implementasi Model Dan Desain Pembelajaran Daring Pada Anak Usia Dini Saat Pandemi Covid 19 Di Tk Perwanida Sooko Ponorogo Zamzam Mustofa Dica Nurul Azizah Ruaidatul Fitriyah Zamzam Mustofa dkk , Implementasi Model dan Desain Pembelajaran Daring proses ya. *Wisdom: Jurnal Pendidikan Anak Usia Dini*, 02(01), 1–17.
- Rachman, S. A. (2021). Strategi Pembelajaran Pendidikan Anak Usia Dini Dalam Mendukung Pembelajaran Masa Pandemi Covid 19. *Jurnal Ilmiah Global Education*, 75, 104–108. <https://doi.org/10.55681/jige.v2i1.84>
- Satrianingrum, A. P., Setiawati, F. A., & Fauziah, P. Y. (2021). Pembelajaran Jarak Jauh pada PAUD: Studi Literatur berbagai Metode Pembelajaran pada Masa Pandemi di berbagai Tempat. *Jurnal Pendidikan ...*, 10(1), 34–41.

- <https://journal.uny.ac.id/index.php/jpa/article/view/37320>
- Suhendro, E. (2020). Strategi Pembelajaran Pendidikan Anak Usia Dini di Masa Pandemi Covid-19. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 5(3), 133–140. <https://doi.org/10.14421/jga.2020.53-05>
- Sulistiyati, D. M. (2021). *Proyek Profil Pelajar Pancasila*.
- Sum, T. A. (2019). Kompetensi Guru PAUD dalam Pembelajaran di PAUD di Kecamatan Langke Rembong Kabupaten Manggarai. *Jurnal Pendidikan Anak Usia Dini*, 2(1), 68–75.
- Tanu, I. K. (2019). Penggunaan Metode Mengajar Di Paud Dalam Rangka Menumbuhkan Minat Belajar Anak. *Pratama Widya : Jurnal Pendidikan Anak Usia Dini*, 3(2), 14–19. <https://doi.org/10.25078/pw.v3i2.733>